DOCUMENT RESUME

ED 145 269 08 CE 013 660

TITLE	Government Agency Management. A Major Occupational Group in the Public Service Cluster. Teacher's Manual.
INSTITUTION	Gwinnett County Schools, Ga.
SPONS AGENCY	Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
PUB DATE	[77]
GRANT	OEG-0-71-4781
NOTE	119p.; For related documents see CE 013 652-672 and CE 013 805 ; Not available in hard copy due to marginal reproducibility of colored paper
EDRS PRICE	MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	Administrative Agencies; *Career Exploration; Curriculum Guides; *Government (Administrative Body); High School Curriculum; *Learning Activities; *Management; *Occupational Information; *Public Service Occupations; Senior High Schools; Vocational Education
IDENTIFIERS	Applied Program of Public Service; *Georgia

ABSTRACT

Part of a course designed to acquaint high school students with basic information concerning careers in community service, this teacher's manual is one of nine (each with accompanying student guide) which constitute a course entitled "Orientation to Public Service." Focus in the units covered by the manual is on government agency management, one of eight major public service occupational groups covered in the course. Contents of the student guide are included: readings and related activities on organization and functions of government at all levels; job families (general management, fiscal management, contract management, personnel management, and public information and public affairs); and qualifications and employment prospects. Additional teacher's pages are inserted throughout; these contain lists of materials needed, purpose of the activities, notes on guidance, and suggested modifications or extensions of activities in the student guide. Activities include a field trip to a government agency. Answers to student self-check activities and other exercises are provided in the final section. (The accompanying student guide is CE 013 659. The course is the first of a series of three developed as a comprehensive approach to vocational skill development in public service for Georgia high schools. Also available is a guide for the total program, Applied Program of Public Service, CE 013 652.) (JT)

Documents acquired by ERIC include many informal unpublished materials not available from other sources. ERIC makes every effort to obtain the best copy available. Nevertheless, items of marginal reproducibility are often encountered and this affects the quality of the microfiche and hardcopy reproductions ERIC makes available via the ERIC Document Reproduction Service (EDRS). EDRS is not responsible for the quality of the original document. Reproductions supplied by EDRS are the best that can be made from the original.

CE 013 660

ED145269

GOVERNMENT AGENCY MANAGEMENT

A MAJOR OCCUPATIONAL GROUP IN THE PUBLIC SERVICE CLUSTER

TEACHERS MANUAL

- Organization and Functions of Government
- Job Families
- Qualifications and Employment Prospects

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

A Unit in the Public Services Cluster
Applied Program of Public Service
Gwinnett County Schools
Franklin Lewis, Principal, Project Director
Daniel Cowart, Project Coordinator
Melinda Skiles, Project Implementor

ACKNOWLEDGEMENTS

The APPS staff owes a debt of gratitude to the United States Office of Education and the California Board of Education (Grant OEG-0-71-4781) which developed some original public service materials. Some of the content materials developed for teacher use in the above mentioned project, have been adapted for direct student use.

In addition, the following people and organizations directly contributed to the development of these materials.

Paul Scott Bettye Hirst Mary Harville	State Project Managers
J. W. Benefield	Superintendent, Gwinnett County Schools
Franklin Lewis	Principal, North Gwinnett High School
Charles Mantooth Marion Scott	Directors, Gwinnett County Vocational Education
Melinda Skiles	Project Implementor
Charles Hill	Formative and Product Evaluation
Alice Hibbard Patricia Brooks	Editing
Mary Allison	Curriculum Writer
Denise McDaniel Anita Duncan	VOT Students, North Gwinnett High School
Metropolitan Cooperative Educational Service Agency Ernest Bentley, Ex. Dir. Michael Christian Frederick S. Kopp	For their contribution in program conceptualization and formative writing.
Lucious Baldwin Anita Cole Kathy Farrell Lamar Fraser Gary Stewart Robert Hart Grace Hyland Mary Janice Luzier Neil Nichols Gwendolyn Gantt	Contributing Writers
Mary Haygood	Compositon, layout and design
Joy Phillips	Graphics and Design

FOREWORD

This "Orientation to Public Service" series is one of a set of nine student centered books designed to acquaint high school students with basic information concerning careers in public service. Each book addresses itself to either a major occupational group in public service or an important supplemental area of study necessary to the understanding of public service. In addition to the student centered materials found in this book, a teacher's guide outlining how this book can be used in a course setting has been developed for the potential user.

The "Orientation to Public Service" course is the first in a series of three courses developed as a comprehensive approach to vocational skill development in Public Service for Georgia High Schools. While materials in this course are valuable to the student without benefit of the remaining two courses in the series, a student would normally enroll in "Preparing for Public Service" and the "Public Service Community Skill Development Program" subsequent to the Orientation course.

As with all curriculum materials and guides, the information contained here is a beginning point. In order for this course to effectively meet the needs of each individual student, the user must adapt to local and individual student needs. As such, I make a strong recommendation that extensive use of the curriculum guides be used with the materials. Included in these guides is a wide range of suggestions for helping these materials meet the local classroom teacher's needs.

This material was prepared by the "Applied Program of Public Service" under a direct grant to Gwinnett County Schools from the Georgia State Department Office for Adult and Vocational Education (OAVE). OAVE is presently under the direction of Dr. Russell Clark, Assistant Superintendent for Adult and Vocational Education Programs.

In the development of these materials special consideration should go to Mrs. Melinda Skiles. Her tireless efforts in evaluating these materials for their useability by the classroom student, have been invaluable.

Daniel L. Cowart
Project Coordinator and Operations Director

OVERVIEW

This booklet contains several units of reading and related activities. The reading details some specific aspects of the major occupational groups. The activities have been designed to provide the student with opportunities to further explore the objectives of the reading. The activities vary in length and complexity.

Before any student begins work in a booklet, the teacher should become thoroughly familiar with the contents. Some activities may take several days to complete. The teacher should help the student budget his or her time accordingly. Some activities may call for a resource person, a field trip or an on-site interview. The teacher will need to be aware of these activities and schedule for them early enough so that the student can complete the activities within the suggested time frame as outlined in the Implementation Guide.

The section orientation page (Where Am I Going? How Will I Get There? How Will I Know? . . .) is intended to serve as an organizer for the student. It should help focus the student's thinking and prepare him or her for the reading and activities to come. An orientation page appears for each section for all booklets in this series.

This booklet has been designed so that students can work on many of the activities independently with appropriate monitoring and guidance from the teacher. It is most important to remember, however, that these booklets are not workbooks and should not be passed out at the first of the period, worked in, and then collected to be checked later. No material or set of activities can replace the importance of a creative, enthusiastic and well prepared teacher. Teacher preparation is essential to effective and successful use of these booklets. Not only should all materials and resources be organized, but the teacher should be alert to supplemental materials available through newspaper stories, carefully chosen commercial games and books.

As a continuing activity for all MOG's, students can develop bulletin boards and other public relations type of displays for the classroom and the school. The classroom should reflect the activities of the students. Make liberal use of student photographs, brochures, and posters to display various aspects of careers in public service. As students see the involvement of their peers in these jobs, they will be encouraged to participate in the program. A useful technique borrowed from the elementary school is to set up learning centers around the room which give new students a chance to "sample" a MOG through an entertaining activity, photographs, brochures or even a taped discussion with a resource person. These learning centers should rotate and change as new information is brought in and as student

involvement in the careers changes. Planning, motivating, and monitoring are the keys to success in the Applied Program of Public Service.

For your information, answers to self-check activities and other activities which require specific answers have been provided in the last section of this booklet. It will be necessary to develop answer sheets for your file in order for students to have access to them.

GOVERNMENT AGENCY MANAGEMENT

Inside this section of reading the student will be exposed to a brief description of the organization and functions of government. Local, state, and federal governments are described and some attention given to interrelationships among the branches of government. Many of your students will have been exposed to this material in greater detail through social studies courses. For those students who may not have taken a course in American Government, this material will serve as an introduction. You may wish to supplement this material with a good filmstrip on United States Government obtained from your library or Social Studies Department. The intent of this section is to provide a perspective from which Government Agency Management jobs can be viewed and to emphasize that the government at all levels in all its branches and agencies is the employer.

GOVERNMENT AGENCY MANAGEMENT

Organization and Functions of Government

Inside this packet you will find out how the local, state and federal governments are organized to provide services for their citizens. You will discover that the various branches and agencies of government cooperate in order to increase the effectiveness of their services. However, most importantly, it should become clear that government services are provided by workers in Public Service Careers and that some of the occupations are in Agency Management.

WHERE AM I GOING?

By the time I finish this activity, I will be able to identify the functions performed by each level of government and will be able to understand the basic organization of each level.

HOW WILL I GET THERE?

1. Learn the basic functions and organization of government.
2. Demonstrate a basic knowledge of some inter-relationships which exist among government agencies.
3. Demonstrate an awareness of the role of the government in improving the quality of life for the citizens of my community.
4. View a filmstrip on Government Agency Management.
5. Write letters to governmental agencies.

HOW WILL I KNOW . . .

I will read the introductory descriptions of government and successfully complete "self check" activities.

I will successfully conduct library research, conduct a field interview, and prepare a chart.

I will request information from local officials, photograph a local project, and prepare a display to illustrate the project.

I will answer a set of questions on the filmstrip.

I will receive information from government agencies so that I will have additional information in this MOG.

ORGANIZATION AND FUNCTIONS OF GOVERNMENT

Each time you hit a ball across home plate, shift the gears of your car, play the guitar or piano, or simply walk through your busy school halls without bumping into people you are using many different parts of your body and mind at once. It is not just luck that you can drive, play musical instruments and walk safely. You can use your arms, legs and eyes separately, but exact co-ordination between legs, arms, eyes and mind is necessary for nay of us to successfully complete daily activities. The same is true of our governmental system.

Our federal, state, and local governments all work separately, but also must work together in order for our democratic system to be a success. The powers and duties of each form of government will be discussed in this activity.

Why talk about the forms of government in a packet on PUBLIC SERVICE? The people who work in the area of PUBLIC SERVICE are the people who work in various governmental jobs. These jobs are financed by you, the public. Whenever you put a penny in the parking meter, you are helping pay a public servant in local government. The extra pennies you pay for those cans of soft drink go to help pay the salary of a state official. Every April 15th workers all over the country file their federal income tax to help pay officials in the Federal Government. The money these different branches of government collect to pay for salaries and services is called REVENUE.

RELATIONSHIP TO OCCUPATIONS IN PUBLIC SERVICE

Government in the United States operates on three levels: national, state, and local. The federal government in Washington cannot abolish the states or rearrange their boundaries. It can use only powers that are stated or implied by the Constitution. The states use powers either reserved to them or not denied by the Constitution. Local governments are set up and controlled by the states.

All of the branches, departments, districts, authorities, and other sub-units in government are led by individual people known as directors, department heads, managers or supervisors. Managers must have general leadership and administrative abilities. Managers need special training, education and experience to lead. It is this group of Government Agency Management that is reviewed for your information in this particular portion of Careers in Public Service.

THE FEDERAL GOVERNMENT

Some form of government has been around since our earliest times. Governments were created to make and enforce rules of conduct. The World Book Encyclopedia defines government as "the process within a group for making and enforcing decisions that affect human behavior". The Constitution of the United States of America was written to establish our form of government. The Constitution also spells out the rights and liberties of the American people.

Many people think our government is complicated. It can be if we do not take the time to see how it was organized by our forefathers 200 years ago. Once we study its basic organization, it is much easier to understand.

When we think of Washington, D. C., we almost always think of the President. He, his Cabinet, and his staff are all a part of the federal government. So are the other government officials working in our nation's capital; however, of the more than two million federal employees, nine out of ten do not work in Washington. They are located in towns and cities throughout the United States. For example, Atlanta, Georgia has many federal employees working in what are called Regional offices.

THE BRANCHES OF FEDERAL GOVERNMENT

What type of work is done by the federal government? The list is very long, but to name a few duties, our federal government enforces laws, collects taxes, borrows money, issues patents, controls immigration, naturalizes citizens, builds roads, provides old

age assistance, regulates agriculture, makes treaties, pays for an army, and promotes peace, health, education and welfare for the poor and handicapped.

How does our government do this? It is a complex job, but our constitution clearly outlines the powers of the government, and makes sure the rights of people are protected. This is done under the three branches of the federal government. You may have studied these in your social studies class. The branches are the Executive Branch, the Legislative Branch, and the Judicial Branch.

THE EXECUTIVE BRANCH: Contrary to what many people believe, the EXECUTIVE BRANCH of the Federal Government is not just the President. Many departments belong to the EXECUTIVE BRANCH. Different agencies in the EXECUTIVE BRANCH have helped put men on the moon, built dams and bridges, protected our country in time of war, brought artists from different countries to the United States, built colleges and schools, helped farmers in the production of crops and printed money. This list could go on and on. The EXECUTIVE BRANCH of our federal government is broken down into many different departments and independent agencies. The departments and agencies and some of their functions are listed below.

DEPARTMENT OF STATE (Secretary of State) – foreign policy, United Nations affairs, diplomatic corps (ambassadors, consuls, etc.).

TREASURY DEPARTMENT (Secretary of the Treasury) – budget distribution, tax collection, coinage and printing of money, Secret Service, and the Internal Revenue Service.

DEPARTMENT OF DEFENSE (Secretary of Defense) – the Army, the Navy, the Air Force, and the Marines.

DEPARTMENT OF JUSTICE (Attorney General) – Federal Bureau of Investigation (FBI), Federal Prisons, immigration, and naturalization.

DEPARTMENT OF THE INTERIOR (Secretary of the Interior) – national parks, fish and wildlife protection, geological survey, natural resources, mines, Indian Affairs, flood control (shared with the Army Corps of Engineers – Department of Defense).

DEPARTMENT OF AGRICULTURE (Secretary of Agriculture) – soil conservation, forestry, plant industry, animal industry, farm credit, production marketing, rural electrification, and food stamps for the poor.

DEPARTMENT OF COMMERCE (Secretary of Commerce) – transportation, coast and geodesic survey, National Bureau of Standards, National weather service.

DEPARTMENT OF LABOR (Secretary of Labor) – employment security, wages and hours, labor statistics, Women's Bureau.

DEPARTMENT OF HEALTH EDUCATION AND WELFARE (Secretary of Health, Education and Welfare) – Public health, food and drugs, Social Security, vocational rehabilitation, education and welfare.

DEPARTMENT OF TRANSPORTATION (Secretary of Transportation) – mass transportation programs and Coast Guard.

Among numerous independent agencies are the Action Agency for volunteers, Atomic Energy Commission, Civil Aeronautics Board, Environmental Protection Agency, Federal Communications Commission, Veterans Administration, Interstate Commerce Commission, Maritime Commission, and others. Most of their names explain themselves. The Managers are called administrators, and directors, and are responsible for running the departments, bureaus, dividions, branches, sections and units that carry out the administration of our national government's executive branch. Administrators (directors or managers) are in charge of most independent agencies. Some agencies (regulatory) are under the direction of a committee or persons over which there is the chairman.

THE LEGISLATIVE BRANCH: The LEGISLATIVE BRANCH of our federal government is not nearly as big as the executive branch, but it is equally important. It includes our Congress (the House of Representatives and the Senate) along with five agencies that perform administrative duties. These agencies are the Architect of the Capital, the General Accounting Office, the Government Printing Office, the Library of Congress, and the U. S. Botanical Gardens.

The LEGISLATIVE BRANCH is responsible for making, repealing, and amending federal laws. It also determines how we will be taxed, and approves the money that will be spent by the various agencies in the government. Each state has two senators. The House of Representatives has 435 members. Each state has a different number of members in the House of Representatives depending upon the state population.

THE JUDICIAL BRANCH: The JUDICIAL BRANCH of the federal government rules on cases that involve the Constitution and federal laws. This is done by the U. S. Supreme Court, federal district courts, federal courts of appeal, or federal circuit courts.

Even though the state and federal court systems are separate, the U. S. Supreme Court is the highest court of our land. All state court systems have a highest state court, which means the decisions of that court are the final say within that state. However, should the U. S. Supreme Court feel that the highest court in a state has made an error (misinterpretation of the U. S. Constitution) it can change or reverse the decision of that court. In practice, though, the U. S. Supreme Court has rarely changed the decision of our states' highest courts, thus making the states' decisions almost always final.

STATE GOVERNMENT

Even though the federal government provides many services for the people, the U. S. Constitution leaves many powers to the state government. The state governments maintain law and order and enforce criminal law. They protect property rights, supervise public education, operate welfare programs, operate state parks, and build most highways. State governments also have many other powers.

The governor is the chief executive of the state. The governor has the power to appoint some state officials. He commands the state militia, grants pardons, prepares the state budget, and works closely with elected officials in developing legislation. States differ in the title they give the following men, but most states have a Lieutenant Governor, Secretary of State, Treasurer, Attorney

General, and a Superintendent of Public Instruction. There are many departments in the STATE EXECUTIVE BRANCH. A few are the departments of Agriculture, Labor, Health, Administration, Education, Public Works, Natural Resources and Human Resources.

States differ in exactly how the LEGISLATIVE BRANCH of the government is made up, but they are basically the same. There are the State Senate and House of Representatives, just like the federal government. Members represent different counties or areas within a state. This branch, like the federal equivalent passes laws, levies taxes, and approves money to be spent by the state government.

The State Supreme Court is the highest court in the JUDICIAL BRANCH of the state government. There are other local courts within cities and counties such as appellate courts and general trial courts. All serve to see that individuals receive fair treatment in the eyes of the law.

LOCAL GOVERNMENT

Local governments are created by and legally controlled by state government. Even so, local governments have power to provide police and fire protection, street and traffic control, health and welfare services, and other services necessary to maintain community life. The finances for these services come from both state and local taxes. Local governments also receive money from the federal government.

Local governments are organized in many different ways. Many cities have a mayor and a city council, and some may have a city manager.

School districts are an important part of local government. We often call a school district a school system. Approximately one-half of all local government units are school districts. School districts may include schools from elementary all the way up to community colleges.

Activity 1

Do not write on this form.

Objective: I will check my understanding of the reading by completing the self-check.

Materials: The previous reading section and the self-check activity.

ACTIVITY

1. Complete the self-check activity by filling in the blanks with the appropriate terms listed below, and by reading the directions and completing number nine.

LOCAL	TAX	FEDERAL
JUDICIAL	LEGISLATIVE	EXECUTIVE
REPRESENTATIVE	CONSTITUTIONAL	
STATE	PUBLIC	

1. Governmental Public Service exists at three levels of government. These three levels are: _____, _____ and _____.
2. The Government supports or pays for the many activities and services it provides through the use of REVENUE or _____ money.
3. The national government is also called the _____ level of government.
4. A city official such as the city manager, is an employee of the _____ level of government.
5. Georgia's Attorney General is an elected official of the _____ branch of state government.
6. The branch of government which is responsible for making, repealing, and ammending laws is known as the _____ branch of government.
7. The governor is the head of the _____ Branch of state government.
8. The branch of the Federal Government which rules on cases involving the Constitution and Federal law is known as the _____ of Federal Government.

Activity 1 - p. 9	
Materials Be sure to have a sufficient number of copies of the self-check available for student use. The answer sheet should be kept in a readily accessible location.	**Purpose** This is a self-check activity. Its purpose is to check student recall of some of the essential information contained in the reading.
Guidance Students should be able to complete this activity with little or no help. Those students who incorrectly answer a number of the questions should be instructed to review the reading section.	**Modifications or Extensions** 1. Allow oral response. 2. Tape the questions, leaving time after each for student response.

9. Place the letter of the following government activities under the appropriate level of government. The first one has been completed as an example.

A. Printing Currency
B. Operate Public Schools
C. Provide for fire protection
D. Operate the Armed Forces
E. Guard the boarders of the country
F. Pave city streets
G. Collect parking meter tolls
H. Inspect chickens raised and processed in the state
I. Collect import taxes
J. Collect sales taxes
K. Pass zoning ordiances
L. Pass and enforce most criminal laws
M. Rule on issues involving constitutional rights

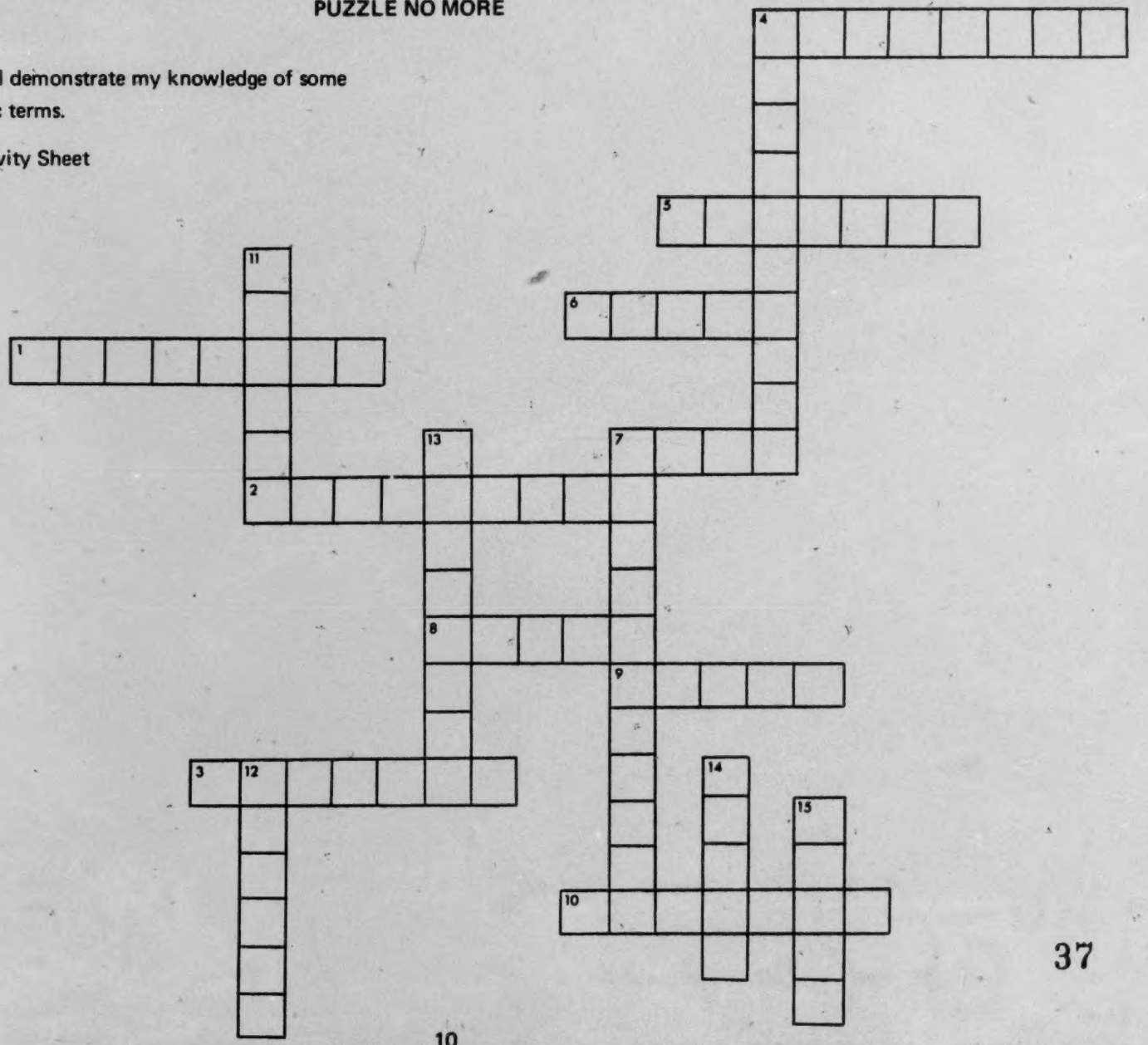
Local	State	Federal
_____	_____	A
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Activity 2

PUZZLE NO MORE

Objective: I will demonstrate my knowledge of some basic terms.

Materials: Activity Sheet



SUGGESTIONS FOR THE TEACHER

Activity 2 - p. 10

Materials

Students will need a copy of the puzzle in order to complete this activity. The puzzle answers should be kept in a readily accessible location.

Purpose

This activity is similar to a self-check in that it checks students recall of some essential terms. The activity is designed to be entertaining.

Guidance

Most students experience very little difficulty with this activity. They enjoy the slight challenge provided by the activity. They may wish to "time" this activity.

Modifications or Extensions

1. For students totally unable to complete an activity of this type, allow them to search for the correct answers in the reading.
2. Some students may wish to make up similar or different types of puzzles using the same material.

ACROSS

1. Head of State Executive Branch.
2. Branch of Federal Government protects our country in time of war.
3. The Constitution leaves the power to establish _____ to the states.
4. This department of the Executive Branch of government looks after national parks, natural resources.
5. The Department of State is in charge of _____ policy.
6. This Department of the Executive Branch of government oversees employment security, wages, statistics.
7. Made by Legislative Branch.
8. The Department of Agriculture controls production of _____.
9. A mayor may be head of _____ government.
10. The President is the head of the _____ government.

DOWN

4. The Judicial Branch _____ the laws.
7. The _____ Branch make laws.
11. A body of the Congress.
12. A part of the Judicial Branch.
13. A Branch of Government.
14. Prepared by the Executive Branch of the Federal Government.
15. Fifty governments of this type exist in the United States.

How will I know I've done it correctly? . . . I will successfully complete the puzzle.

Activity 3 **Do not write on this form.**

Objective: I will demonstrate a basic knowledge of some interrelationships which exist among governmental agencies.

Materials: An Encyclopedia, Civics or Government textbooks, the Library card catalogue under "Government", the sample interview guide, (see page), and a resource list of people from which to set up an interview.

ACTIVITY

The following article from the newspaper is an example of a local or state government agency working together with a federal agency. Cooperation among all government agencies is important if the needs of the citizens are to be met.

Another way in which governments cooperate to provide services for citizens is through "grants-in-aid". The federal government frequently uses its taxing and general welfare powers to make "grants-in-aid" to state governments. These special funds help finance such state and local projects as highway construction or the improvement of educational services. Through "grants-in-aid" the Federal Government becomes a partner with the state. Together, they provide public services that the state alone could not provide. As the population increases, more and more public services are needed.

In this activity you will be looking for ways in which government agencies work together at federal, state and local levels.

POLICE, FBI RAID ALBANY LOTTERY RING

ALBANY (AP) —— City Police and FBI agents have confiscated lottery paraphernalia and records in raids which an FBI spokesman said were aimed at breaking up a 35 million-per-year illegal lottery ring centered in Albany.

No arrests were made in the raids late Wednesday, authorities said.

However, evidence gathered at 21 locations —— including a number of residences, a gasoline station and several vehicles —— will be "turned over to a federal grand jury at which time indictments will be sought", said James Dunn, head of the FBI office in Atlanta.

The 21 search warrants were authorized by U. S. District Court Judge Wilbur Owens, Jr., in Macon, based on affidavits alleging the illegal gambling operations were taking place a spokesman for the investigating force said.

Activity 3 - p. 12

Materials

To successfully complete this activity it will be necessary for students to have access to the library. You will need to have arranged for someone from your local government to speak with a group of students on governmental interrelationships. The Mayor or a person from the Mayor's office is usually willing to give time for this activity.

Purpose

This activity takes two or three days to complete. Be sure that you read through the entire activity and are familiar with the requirements. Early in the quarter, well before any students reach this activity, you should already have made appointments with persons in local government who will be willing to talk with students. Be sure to be specific in explaining the purposes of the student interview. Before students go out on an interview, you will want to conduct a simulated interview session in class. You will also want to review standards of conduct while on an interview.

Guidance

Students completing this activity will be exposed to some basic concepts concerning the interrelationships among some governmental agencies. The activity utilizes research and interview as means of gathering information.

Modifications or Extensions

1. Allow students to work on this activity as a group.

Dunn said, "The execution of the warrants resulted from several weeks of extensive investigation of an alleged illegal lottery operation centered within the city of Albany."

About 30 officers from the Albany police department and the FBI took part in the raids.

Atlanta Constitution
July 29, 1976

_____ 1. Read the above newspaper article.

_____ 2. Go to your library and locate information on the organization of local, state, and federal government. The resource section will help you know where to begin.

_____ 3. Prepare a chart, or charts showing the organization of each level of government (local, state, and federal).

_____ 4. Contact an official of your local government (See the resources list in the APPS library for some suggested officials).

_____ 5. Ask the official if you may arrange a visit to talk about government organization, cooperation among levels of government and the provision of services to local citizens through grants-in-aid.

_____ 6. Complete the attached interview guide.

_____ 7. Using the attached interview form as a guide, conduct an interview with the local official.

_____ 8. After you have completed the interview, answer the following questions.

_____ a. Name three specific areas in which the local government and the federal government are cooperating to provide public services to your community.

_____ b. What is a "grant-in-aid"? Be specific, give an example of this from information you obtained in the interview.

_____ c. Do you feel that "grants-in-aid" weaken or strengthen the local government? How do you think the person you interviewed might respond to this question? Ask the person whom you interviewed. Also give your feelings about this question.

How will I know I've done it correctly? . . . I will turn in my interview sheet and the answers to part 8 to my teacher.

INTERVIEW FORM (OPEN INTERVIEW)

STUDENTS NAME _____

NAME OF PERSON INTERVIEWED _____

POSITION _____ AGENCY _____

LOCATION _____ PHONE _____

DATE OF INTERVIEW _____

WHAT DOES THIS PERSON DO? _____

_____

SPECIFIC QUESTIONS

List below five, six, or more specific questions that you might ask of the person whom you are interviewing. These questions should have to do with specific information needed to complete the activity. Read over the activity and the "questions for thought" and be sure that you ask questions which will help you successfully complete the activity and the questions. Before you go on the interview, your teacher will check over your questions.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

SUGGESTIONS FOR THE TEACHER

Activity 4 - p. 15

Materials

You will want to have a letter writing guide available. Be sure to have a list of resource persons who have agreed to talk with students.

Purpose

This activity attempts to guide the student toward a basic understanding of one use of tax revenue. Students utilize resource persons as primary means of information gathering. The activity also encourages organization of facts in order to complete a report on a specific topic.

Guidance

You will see, as you read through this activity, that students will need time in which to complete the steps. It is very important that you plan for this activity well in advance of student participation. You should find out what is being done in your community. Contact the mayor, county manager or other officials to find out which projects would be suitable for students to research and/or visit.

This activity can be conducted as a group project with the letter writing, telephoning, research and display tasks being evenly distributed among participants. It will help to practice the phone conversations before the students call. Many students have difficulty with telephone manners and procedure.

Modifications or Extensions

Do not write on this form.

Objective: I will demonstrate an awareness of the role of the government in improving the quality of life for the citizens of a community.

Materials: List of resource people in APPS Library, letter writing guide from APPS files, telephone procedure from telephone company representative and APPS files.

ACTIVITY

The local, state, and federal levels of government are concerned with improving the quality of life for all citizens in the communities in which they live. The government uses tax money, or revenue, collected from the citizens to improve the quality and conditions of life.

When your local government adds to or builds community parks and youth recreational facilities, the money to do this comes from taxes. The government is able to do a lot for many people by using the tax money collected. Without such a tax collection, we would probably not have community parks, roads, buildings, and medical, social and educational services.

_____ 1. Write a letter to or telephone one or more of the persons listed in the resources section. Explain that you are interested in finding out what the government (local, state, federal) is doing to improve the quality of life for the citizens of your community. Find out what the government is doing about recreational facilities (or better streets and roads or improved law enforcement, or better services for adult handicapped citizens).

_____ 2. Ask the person whom you contact to send you any information available on your topic.

_____ 3. Ask the person whom you contact for permission to visit an improvement project so that you may take pictures of the improvement process or see for yourself what is happening. (This is optional.)

_____ 4. Find out how the community improvement project is being financed (what portions of state, local and federal monies are being spent). Ask the contact person.

_____ 5. While you are waiting for an answer to your letter, go to the library and see what you can find on "grants-in-aid". Ask your school principal how "grants-in-aid" help public schools.

_____ 6. Using all the material you have gathered (and the pictures you have taken, if you were able to do step four), prepare a colorful and descriptive display. Your display might be in the form of a bulletin board, table display, a series of posters, a scrapbook, or a photographic display. You might label your display "What our Government is Doing About _____."

Title of Project

How will I know I've done it correctly? . . . As I complete each step of the activity, my teacher will check off my successful completion. My teacher will inspect my letter prior to mailing. My completed display will serve as the final evaluation for this activity. I will complete step seven and answer the following question. What area of public service do you see as an area in which you would like your local government to begin an improvement program? Write a short statement giving your reasons why the improvement is needed and some ways in which the resources of the county might be used to bring about the improvement. (Some ideas might be day care for children of working mothers, day care for elderly persons, employment training for juvenile offenders (youthful law breakers).

GOVERNMENT AGENCY MANAGEMENT

Job Families

This section of reading on job families in Government Agency Management is as concerned with the job function as it is with the job family. The management functions cycle of planning, organizing, controlling, and directing is presented. These functions are performed by managers in all job families. Specific job functions are described for the job families of Government Agency Management. It is important for the student to understand that the larger the agency or branch, the more varied will be government agency job titles and functions. Salaries and GS ratings are discussed briefly. It is a good idea to have someone from your State Merit System Office come out and explain the merit system, GS ratings, and Civil Service examinations.

GOVERNMENT AGENCY MANAGEMENT

Job Families

When you read about the many jobs to be done by all levels of our government, do you wonder who keeps track of it all? This section will help you understand how government agencies are managed. Government Agency Management is a Major Occupational Group in the Public Services Cluster. This group employs people who are responsible for the effective management of local, state and federal government organizations.

WHERE AM I GOING?

By the time I complete this activity, I will be able to identify the five Job Families in Government Agency Management. The major tasks of managing an agency will be summarized so that I will be able to recognize what managers do. The following objectives and activities will help me reach this goal.

HOW WILL I GET THERE?	HOW WILL I KNOW . . .
1. Learn to identify the five job families in Government Agency Management (after reading the prepared information).	I will complete the "Give me Five" activity and place all descriptive facts in the right place.
2. Be able to describe the managers' main tasks in each job family.	I will fill in the correct terms on the "Mixed Up" exercise.
3. Review manager's tasks and salaries.	I will complete the "Management Bingo Game" and achieve BINGO, by completing optional activities, as needed.
4. Read Vocational Biographies on jobs in this MOG.	I will answer a set of questions.

JOB FAMILIES IN GOVERNMENT AGENCY MANAGEMENT

There are five types of managers in the Government Agency Management Major Occupational Group.

General Manager

Fiscal Manager

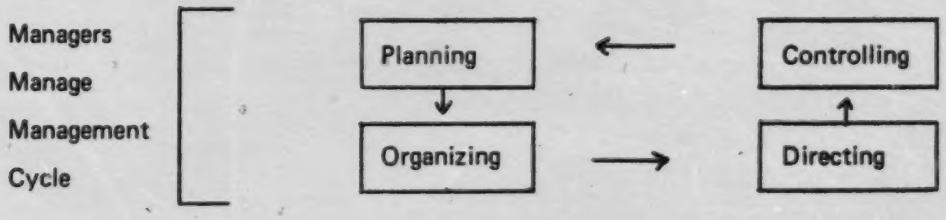
Contract Manager

Personal Manager

Public Information/Relations Manager

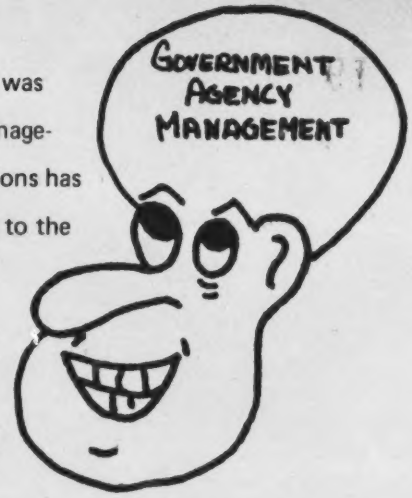
People employed in these jobs are responsible for the direction or supervision of local, state, and federal government employees that do the public service jobs you are finding out about in this packet.

Everyday, newspapers, television or magazines report on the government beginning a new service, changing a service that is already in operation and doing business as usual. Immunization programs are an example of our government responding to health hazards with a plan to protect the citizens. Food stamps are distributed in a program that recently was revised or changed to make sure that hose who really need them are the ones receiving them. Social Security benefit changes may be more familiar. Each task or activity requires planning, organizing, and directing. These management activities in government agencies are carried out by managers.



As you learn about the many jobs that people have in government public service you may wonder who keeps up with what's happening and who really knows why things are being done. This information should help you take a look at management in government agencies and what is involved.

WHAT IS GAM?



Let's begin at the top and not waste any time. Remember our MOG monster? The monster's head was called the GOVERNMENT AGENCY MANAGEMENT Group. What exactly is Government Agency Management? Well, the size of our government has grown so big that the management of government organizations has become an occupational field all by itself. The people who perform these management functions belong to the Government Agency Management Group.

All government agencies have different responsibilities. These responsibilities must be managed. Somebody has to manage personnel, another person must decide who will be promoted, others must check out contracts and somebody else must see that the overall program is working right. This is up to the GOVERNMENT AGENCY MANAGEMENT MOG. It might seem that one person could manage personnel, promotions, contracts and the total program. Because of the size of government agencies, special managers exist to handle all the work to be done.

THE JOB FAMILIES IN GOVERNMENT AGENCY MANAGEMENT

Government Agency Management is divided into five major categories. They are General Management, Fiscal Management, Contract Management, Personnel Management, and Public Information and Public Affairs. These are called the Job Families in Government Agency Management.

Withing the last twenty-five years, television has become a household word. We are now capable of sending men to the moon. Athletes are running the hundred dash in under ten seconds and pole vaulters are jumping over 18 feet. These feats are brought about by new technology and inventions. Because of this new technology, trends in our life style are changing and trends in running government agencies are also changing.

GENERAL MANAGEMENT

A GENERAL MANAGER in the Government Agency Management group must direct the activities of a government agency. The major job of a manager is to see that every action that an agency takes and every decision that it makes helps that agency achieve its goal. The manager must know the goals of the agency so that the work done helps meet these goals.

The Social Security Administration is an agency of the U. S. Government. This agency provides retirement, disability or death benefits for 9 out of 10 working Americans and their families. The SSA also administers the Medicare program. The manager of this program in each district and local community must direct the activities of all the workers so that the agency runs smoothly and efficiently and serves the public.

FISCAL MANAGEMENT

Workers in the area of FISCAL MANAGEMENT have a large burden to carry on their shoulders. Public service workers are supported by public money (taxes) and are therefore accountable to the people who support them. People want to know where their money is being spent. In addition to being an honest policy, accurate spending and budgeting are necessary to keep the public happy. The fiscal management worker must know why an agency exists and how much money, property, material, and manpower it takes to run the agency. Fiscal Managers must prepare periodic reports for the government, as well as reports "upon request", telling how an agency is meeting its budget.

A major trend in the area of FISCAL MANAGEMENT is "accountability". The manager is responsible for every tax dollar given an agency and accounting for where it is spent. He or she is accountable to the people for the money. Fiscal management is simply securing money and then spending it properly. Over 115,000 people are employed in the area of accounting and budgeting in fiscal management and 30,000 of these are professional accountants.

CONTRACT MANAGEMENT

When you make an agreement with someone, either written or verbal, that agreement is called a contract. Contracts involve two things: making an offer and accepting an offer. The CONTRACT MANAGEMENT manager checks out all government contracts.

The government makes contracts involving services, production of goods and materials, jurisdictional agreements, purchase and sale of property, insurance, health, and hundreds of other matters. These contracts can be as small as buying pencils or as large as purchasing a multi-million dollar supersonic airplane.

Many government contracts are "put out to bid". This expression means anybody can make an offer to sell a service or product to the government. The bid system helps keep people in high positions from giving contracts to their friends. Suppose, for example, that the government wants to buy three tractors. The government writes up specifications on the exact vehicle it needs, giving the number of wheels, horsepower, type of fuel and any other specific details. Instead of going to a business and saying, "Here's the money. Give me the tractors", different businesses come to them and say, "I'll sell you those tractors for $5,000 each". The business that bids the lowest price wins the contract.

Contract administrators are responsible for insuring that all specifications of contracts are met by the parties involved. They must know contract law and government policy concerning contracts. They must know about all types of contracts, the bidding process, and the proper way to make sure that contracts are fair to everybody.

PERSONNEL MANAGEMENT

The PERSONNEL MANAGEMENT family is concerned with all people working in the different agencies. Personnel managers try to keep the government worker happy. This area is broken up into two parts: employee relations and personnel administration.

Employee relations personnel policy is predetermined by Civil Service regulations in the Federal Government and merit systems in state governments.

Personnel Administrators handle governmental agency personnel action - e.g. hiring, training, and promotions. The administrator must be familiar with salary regulations, training, placement, and maintenance of employee records, retirement, and other duties that are important to the worker. The personnel manager must be familiar with the civil service system and merit systems and how it works and how people fit into it.

In today's world the trend is toward specialization. This trend makes the personnel administrator's position very important. Public Service Management Careers are attracting more and more qualified personnel into specialized fields. The personnel manager must be familiar with these jobs. Job placement and salary are only two parts of his or her job. The personnel manager must be familiar with environmental conditions, motivation, retraining, human interaction, and other factors as well.

PUBLIC INFORMATION AND PUBLIC AFFAIRS

One defintion often used was prepared by the California State Department of Education. It says that Public Information Managers are "those managers who attempt to promote and create good will and understanding by developing information and releasing it through various communication's media."

The Public Information Manager's basic job is to tell those outside government what the agency is doing so the public will respect that agency. Development of public acceptance is the major part of the job. Interpreting the agency to the public so that everyone can understand what it does and see how it helps is the main objective. If the community does not see the agency as helpful, it will find ways to reduce or eliminate it.

Managers have to be able to find out what the public wants or what the public thinks it wants, what the public needs and what the attitudes of the public are. Public Information Managers have to know what we think and how we usually react to information.

Publicity is a big part of the job. To gain favorable opinion, managers plan activities which display the agency's efforts. People with skills in telling the public about an agency's work plan conduct public information programs. Those government leaders responsible for accomplishing the plans for public relations are called Public Information Managers, Directors of Officers.

THE MANAGER AND MANAGEMENT FUNCTIONS

Most government agency managers have the same four general kinds of activities: planning, organizing, directing, and administrating. In accomplishing these four kinds of management tasks, most managers use the techniques or methods of motivating and communicating as they are needed.

Planning. The most creative duties are involved in looking at what things are like now, and may be like in the future and then deciding how to take the most advantage of the known conditions. The purposes of the agency are important in establishing direction and planning.

Deciding how to achieve these purposes usually results in policies or guides to action for the agency workers. Plans include strategies for change and for activities that need to take place.

Organizing. These duties mean how the work will be divided up; who will be responsible for doing what and when they will do it. The purpose is to get everyone to work to achieve the plans and to give their best efforts. Organization changes as programs and plans change.

Directing. Operating the plan in another way of describing what happens as the manager directs the agency efforts. Decision-making and problem solving are the jobs of the manager as the planned activities are taking place or if they are not working as anticipated.

EARNINGS IN GOVERNMENT AGENCY MANAGEMENT

Since we have not discussed PAY, this is a good time to mention it. For the most part, government workers are paid just like any private business. The government is not a profit making organization, so it can not offer extra money if a certain number of sales are made. Many benefits are offered though. Federal government employees are given a rating called G. S. This stands for General Schedule. Your G. S. rating is initially determined by your experience, education and position. You might have a GS-7, GS-11, or other rating. The higher the number of your rating, the more money you are paid.

The employee on a small unit might be a GS-7 and would earn around $9,000-$11,000 a year. A division head GS-13 or GS-14 would be paid between $23,000-$27,000 a year. A top national administrator would earn about $38,000 a year.

At the state level, governors earn an average of $40,000, high state officials between $20,000 and $25,000 a year, and managers of small departments would earn around $18,000.

Local government salaries vary greatly. Depending on where you live, a school superintendent might earn $12,000 or $45,000. Salaries for other jobs such as city managers, town clerks, and budget officers, will be determined by the location and size of the community.

Very good insurance plans, health programs, vacations, study opportunities, and other benefits are available to all government employees.

GOVERNMENT MANAGEMENT REVIEW

The Government Manager is responsible for working with people, setting goals for the agency, hiring, firing, evaluating, and making the agency's programs a success. When management experts talk, they use words like planning, organizing, directing, and administrating. In each case the manager has the responsibility of seeing that his or her agency succeeds.

There are as many different types of managerial positions in the government as there are in your community. What they do and how they do it depends on their particular job type. The service station operator must know about oil and gasoline and laws that deal with these products. The grocery store manager does not have to worry about changing tires. He or she must know about changing meat prices and possible meat shortages. In both cases these people are managers; however, their knowledge and experience differ. The same is true of government agency managers.

It is very difficult to walk off the street and become a good manager. The chance of doing this is slim. Even if you have a college degree, it is doubtful you will be a manager when you first begin working with the government. Several years' experience on the job are usually required. A police chief usually begins as a patrolman and the man who manages the automobile dealership quite often began as a salesman. The government employee often earns the opportunity to become a successful manager by the work he has done on the way "up the ladder".

As mentioned, different skills are needed in different areas of management. It is important to remember that the basic personal qualities are the same. The good manager is the person who is loyal, honest, reliable, and can work with and for others.

Since we are talking about GOVERNMENT AGENCY MANAGEMENT, here is a brief review of the types of managers in each of the job families.

GENERAL MANAGERS look after the management of all the other agencies. They make sure each agency is doing its job and help make changes when needed.

FISCAL MANAGERS are those who are involved in seeing that our money is spent properly in the right place, by the right people, at the right time. They control the governments' pocketbook.

CONTRACT MANAGERS study and approve all contracts that the government makes. They make sure the government does not get ripped off.

PERSONNEL MANAGERS recommend hiring and firing people. They handle employee complaints and look out for the well being of the employees.

PUBLIC INFORMATION MANAGERS let us know what's happening. They keep us informed on different programs and policies that are taking place in their agencies.

Activity 1

Do not write on this form.

GIVE ME FIVE

Objective: I will learn to identify the 5 job families in Government Agency Management.

Materials: Poster board, 3 x 5 cards, interview guide, D.O.T., Encyclopedia of Careers.

ACTIVITY

There are three alternatives (options) as you complete this activity. The final use of your results is the same. The last step in each option is to use your results in preparing the Give Me Five display and successfully placing all facts within the stated time limit.

Option 1

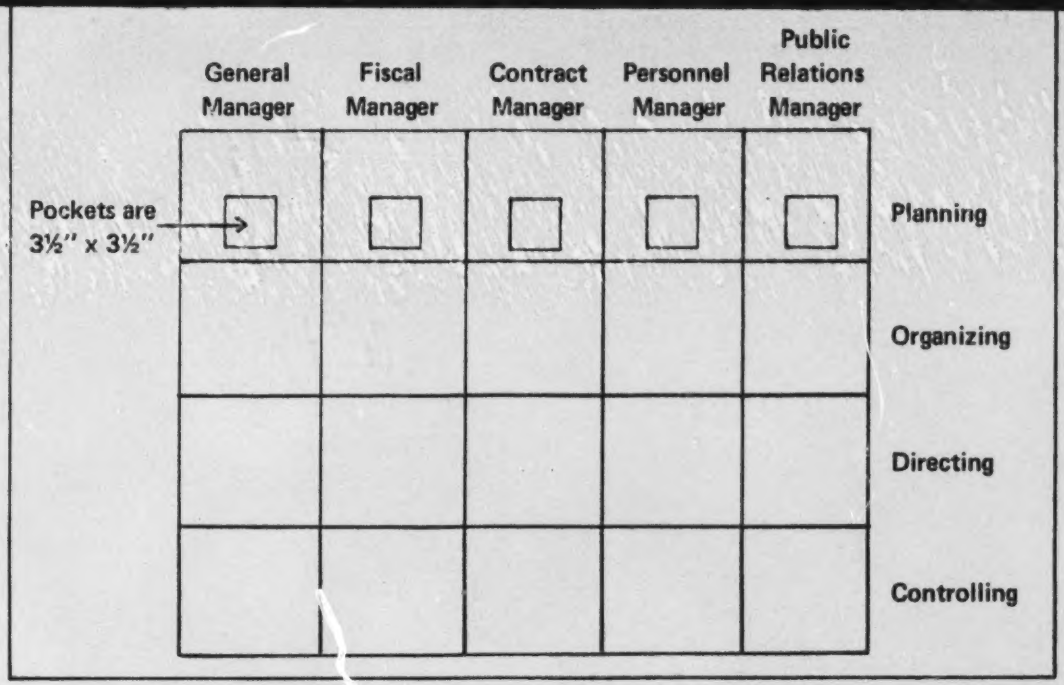
1. Prepare for actual site visits and interviews with a manager in a public service job. The interview should include at least one question in each management task of planning, organizing, directing and controling. The questions are to gain one fact in each management activity for each type manager. For example, one question should get an actual duty in planning, another in organizing, a third for directing and the last in controling from the manager interviewed. Twenty facts or duties are needed to complete the display.
2. Make appointments and conduct interviews. Record answers on interview form you developed. (see page 16)
3. Transfer facts or duties to 3x5 cards on paper cut to 3x5 size.
4. Prepare display poster board on painted cardboard with library book pockets and label as in the illustration.
5. Take the stack of 20 facts on cards and place in the proper slot. Time limit should be set for 5 minutes or as appropriate. When you can successfully place all cards in the correct pocket within the time limit, you have completed this activity.
6. Prepare a code and place on each card to record an answer key. Furnish answer key to instructor.

76

77

SUGGESTIONS FOR THE TEACHER

Activity 1 - p. 26	
Materials To construct and carry out this activity, students will need plenty of poster board, 3 x 5 cards, the Dictionary of Occupational Titles, The Encyclopedia of Careers. They will also need any information which they collected from interviews.	**Purpose** Through the completion of this activity, students will be able to collect information pertaining to the management function of each job title in Government Agency Management.
Guidance This activity is set up to complete through one of three options. The end result is the same, a display board on which facts concerning the management functions of job titles in Government Agency Management are arranged. It will probably be possible to use the interview conducted for activity 3 in the previous section to obtain information for this activity. Students can supplement this information with that obtained from resource materials and/or visitors to the classroom (if any). Be sure to review the 20 fact cards for accuracy.	**Modifications or Extensions** 1. Conduct all options as small group activities. This allows slower students to learn from the more able.



Option 2

1. Step is same as in option one (1) with the exception of going on a site visit. The interview will be with visiting speakers who come to your school.
2. All other steps are the same.

Option 3

1. Prepare the twenty facts or duties of general managers, fiscal managers, contract managers, personnel managers, and public relations managers from information in this packet or information available in other materials in your school. (You might use the D.O.T., Encyclopedia of Careers, or the Occupational Outlook Handbook.)
2. Delete step 2.
3. All other steps are the same.

How will I know I've done it correctly? . . . I will complete the "Give Me Five" display.

Activity 2 **MIXED UP** **Do not write on this form.**

Objective: I will describe the manager's main tasks in each job family.

Materials: This activity page.

ACTIVITY

Fred knows that the five job families in government agency management take care of administrating, budgeting, contracting, staffing, and informing the public for the public service occupations. But he sometimes gets mixed up. You should correct his mistakes by placing the best response in the space provided.

GENERAL	PERSONNEL
FISCAL	PUBLIC RELATIONS
CONTRACTS	

_____ 1. Fred thinks General Managers mainly organize recruitment, selection, training and other activities.

_____ 2. Fred said the main word to use in describing the planning function was implementation.

_____ 3. Another thing Fred wrote in a report was that Public Relations managers mostly apply accounting principles to financial problems.

_____ 4. A really important part of organizing is the reports that summarize how well objectives (purposes) are being met.

_____ 5. Fred wants to be a Fiscal manager because he will get to tell the public about his agency and its purposes.

How will I know I've done it correctly? . . . I will check my answers with the answer sheet.

Activity 2 - p. 28

Materials

Students will need copies of two activity pages. Be sure to have the answer sheet in an accessible place.

Purpose

"Mixed up" Fred is an amusing way to check on student recall of the manager's main tasks in each job family.

Guidance

The only guidance usually necessary for this activity is to remind some students that Fred's thoughts as written on the activity page are wrong. They are to correct them by choosing a word from the box to make the statement correct.

Modifications or Extensions

SUGGESTIONS FOR THE TEACHER

Activity 3 - p. 29	
Materials Students will need copies of the bingo form so that they can complete this activity. The answer sheet should be available for the students to check their work.	**Purpose** This activity is a self-check in the form of a bingo game. Students are asked to recall specific facts in the area of Government Agency Management.
Guidance Students require little or no monitoring to complete this activity. They check their responses by referring to an answer sheet.	**Modifications or Extensions** 1. Some students may wish to construct additional bingo cards and then play this as regular bingo with a caller and several cards.

Activity 3

MANAGEMENT BINGO

Do not write on this form.

Objective: I will review managers, managers' tasks and salaries.

Materials: This activity page.

Location and Community Size	$7,000 – $17,000	Fiscal	General	Store
$40,000	Number of Workers	Salary	Public Relations	Health Department
Rating	$ 9,000 – $11,000	Contract	Personnel	Budget
Court Services	ladder	$25,000	$15,000 – $21,000	Department of Human Resources
$33,000	Credit	Political	Directing	Governor

Find your answers in the Bingo box above and CIRCLE it. Keep answering questions in any order until you have five circled answers in a line - horizontally, vertically or diagonally. When you finish the Bingo, your work is finished.

1. The salary of a GS-7 manager.
2. This type of manager looks after management of all other agencies.
3. Government employee ratings are directly related to _____.
4. _____ is a government agency in our state government.
5. This type of manager sees that money is spent properly.
6. The salary of a GS-12.
7. Local government salaries are related to _____.
8. A manager usually begins at the bottom and works his way up the _____.
9. This type of manager studies and approves deals made by government.
10. A top national administrator would make _____.
11. Your government _____ determines your salary.
12. This type of manager hires, fires and gives promotions to people.
13. This type of manager keeps us informed on what's happening in the agency.
14. The average salary of a governor is _____.
15. Planning, organizing, _____ and controlling are management activities.

How will I know I've done it correctly? . . . I will BINGO.

GOVERNMENT AGENCY MANAGEMENT

Qualifications and Employment Prospects

There are no entry-level positions in Government Agency Management. There are, of course, support personnel who work in all government agencies. These positions, however, fall into career clusters other than Public Service and are not management positions. Students should understand that these jobs in Government Agency Management require a college degree, often in areas such as accounting or business. There are some jobs available in small branch agencies for persons with associate degrees (Jr. College) but to obtain such a position usually requires on the job experience.

GOVERNMENT AGENCY MANAGEMENT

Qualifications and Employment Prospects

Now, if you are still interested in a possible career in Government Agency Management, you need to be aware of any special qualifications needed to apply for a job. Even more important may be the question, "What kind of an education do I need?" This part of the packet should help answer some of your questions.

WHERE AM I GOING?

By the time I complete this investigation, I will be able to identify those qualifications that are necessary to have a job in agency managements.

HOW WILL I GET THERE?

1. Contrast the qualification requirements necessary for jobs in Government Agency Management.
2. Participate in a field trip.

HOW WILL I KNOW . . .

I will complete the Compare and Contrast Activity so that accurate information is in each square.

I will answer a set of questions.

QUALIFICATIONS AND EMPLOYMENT PROSPECTS

The baseball player knows that in order to be a success he must be able to hig, run, thrown, slide and think. If he does a good job at all of these activities, he has a good chance of becoming a major league ball player. A successful teacher must be able to speak, communicate, create, and be informative. If he or she is able to do all these things well he or she will be recognized and will advance in the field. The same is true in all areas of GOVERNMENT AGENCY MANAGEMENT. Many combinations of skills and knowledge are necessary to be an effective governmental manager. These skills differ within the different families. The best way to describe qualifications for these families is to look at each one separately.

In the area of GENERAL MANAGEMENT, it is necessary to have a knowledge of the organization and the way it is run. A scientific, technical, or administrative speciality would be helpful.

Top positions such as federal agency directors, city managers, school superintendents sometimes do not depend upon your age, but the amount of experience you have in the area.

No specific educational background is required. A four-year college degree is required in areas such as public administration, personnel, and public information. Most people now working in this field have college degrees in public administration, business administration, or public relations, as well as liberal arts.

GENERAL MANAGEMENT

It is helpful if you have held positions where you have had to organize, plan and initiate special programs, and are able to use business skills, both managerial and financial. The person who is motivated often gets top positions in GENERAL MANAGEMENT. You should be knowledgeable and also a leader in the community.

FISCAL MANAGEMENT

If you are interested in FISCAL MANAGEMENT, a good education is essential. A bachelor's degree in accounting and business administration is usually required to begin work in this field. Most government agencies require the public accountant certification for those who deal in the area of accounting and auditing.

In this area educational background is important as well as experience. Many years are usually spent in less complex jobs before your progress to a position with supervisory responsibility. Once in the supervisory position, interpersonal relations and a more specialized knowledge of the operations are necessary.

CONTRACT MANAGEMENT

Employees in CONTRACT MANAGEMENT usually have more background experience than those in other families. Don't be discouraged if this is the area you are interested in since there are certain jobs available to the new graduate.

A college degree is almost a must in this line of work. A law degree is preferred for contract negotiations, but other positions require business or liberal arts degrees. If you are interested in this field, you should enjoy contact with the public, be able to understand contractual law, have a knowledge of contract terminology, have the ability to speak effectively, and be able to sense the attitudes and reactions of others.

PERSONNEL MANAGEMENT

PERSONNEL MANAGEMENT offers positions for employees of any age. Many persons enter this area from other jobs and there are entry positons for employees who are 18 or older.

In this field you recruit personnel, handle employee relations, counsel employees and employers, explain job requirements, and perform other activities. This opens the field to people of different backgrounds. Many workers hold degrees in Industrial Psychology or Liberal Arts. In most cases, a four-year college degree is required.

If you have experience in another job family you have an advantage if you enter the PERSONNEL MANAGEMENT area. Your knowledge in that field will help you understand the problems that might arise. This experience is definitely in your favor.

The good personnel manager must be skillful and also have the highest concern for the individual employee.

PUBLIC INFORMATION

The PUBLIC INFORMATION family offers jobs to people with varying experience and education. A few jobs are open to those with high school education and commercial courses, most require a college degree. The worker in this field might have newspaper writing, sales work, or public speaking experiences. At the entry-level the all around high school graduate who has taken part in many extracurricular activities might be employed.

The PUBLIC INFORMATION in the government is no different than that in civilian firms. Employees must understand advertising, publicity and research, and be able to express their ideas in a way the public can understand. The ability to organize is also important. The creative, self-confident person has a long career awaiting him or her in the area of PUBLIC INFORMATION.

SUGGESTIONS FOR THE TEACHER

Activity 1 - p. 35

Materials

Be sure to have enough copies of the activity page available for student use. Students use the MOG packet and completed activities as information sources.

Purpose

This is an organizing activity. It provides students a framework within which to place some basic facts about each job family.

Guidance

For each type of manager students fill in the information required under each column. (Education, Experience, Specific Knowledge, Certificates or Licenses) Encourage students to use the MOG readings, activities and any other resources available to fill in the squares.

Modifications or Extensions

Activity 1 **Do not write on this form.**

Objective: I will use my knowledge I have gained from reading and from interviewing managers and teachers to complete this chart.

Materials: This activity page and the information from the readings and activities of the MOG.

ACTIVITY

Manager	Education	Experience	Specific Knowledge	Certificates or Licenses
Sample: General	+ · Public Adm. · Business Adm. · Public Relations	* · Previous management experience	· Knowledge of organization · Plan programs · Business language	· None
Fiscal				
Contract				
Personnel				
Public Information				

Steps or Procedures:

1. For each type of manager, fill in the required information according to category.
2. The first manager row has been done for you.

How will I know I've done it correctly? . . . I will show the completed chart to my teacher.

Activity 2

COMMON OPTIONS

Do not write on this form.

Objective: I will explore the qualifications and requirements necessary for a career in Government Agency Management.

Materials:

ACTIVITY
1. Plan a Government Agency Management seminar. Invite three or four persons in Government Agency Management positions to attend your class and discuss their jobs. To prepare for this seminar do the following things: 1. Plan the seminar with your teacher and other students in this MOG. 2. Prepare a brief introduction for each speaker. 3. Ask each speaker to participate in a panel discussion of about 10 minutes. 4. Plan questions to ask and encourage questions from the class. Use the interview guide on page 16 to help formulate your questions. 2. Talk with several of your teachers about ways in which the subject they teach might prepare students for careers in Government Agency Management. Write up a brief report on several Government Agency Management careers showing how school subjects which might not be useful in a specific job activity **How will I know I've done it correctly? . . . I will participate in the seminar.**

Activity 2 - p. 36

Materials

For this seminar you will need to have student copies of the interview guide, evaluation forms and letter writing forms available.

Purpose

This activity was designed to provide a means by which students can obtain some first-hand knowledge of jobs in regulatory services.

Guidance

See instructions for MOG Fair in Teacher's Manual - Introduction to Decision Making.

Modifications or Extensions

SUGGESTIONS FOR THE TEACHER

Activity 3. - p. 37

Materials

You will need enough copies of each set of field trip questions for each student participating in a field trip.

Purpose

The field trip questions are included to help the teacher select field trips which will best meet the needs of the student participating. The questions also help the student organize his own thoughts concerning things he would like to see on a particular field trip. The field trip evaluation questions provide the teacher with feed-back concerning the students' view of the value of a trip. Additionally, the evaluation questions enable the student to correlate work, work-site and worker observation.

Guidance

Encourage the students to answer all questions as openly as possible. Explain the purposes of these questions to the students.

Modifications or Extensions

None suggested

Do not write on this form.

Objective: I will visit sites at which the MOG being studied can be observed.

Materials: Field trip questions, field trip evaluation form.

ACTIVITY

This activity is in two parts. Part 1 – The "Field Trip Questions" form is to be completed before you go on the field trip planned for this MOG. Part 2 – The "Field Trip Evaluation" form is to be completed after you return from the trip.

1. Fill out the "Field Trip Questions" form.
2. Your teacher will check your form. This will help in planning, the trip so that all of the students can see some things of interest.
3. After the trip, fill out the "Field Trip Evaluation" form.

How will I know I've done it correctly? . . . I will turn in the field trip forms to my teacher.

FIELD TRIP QUESTIONS

1. Place to be visited _____

2. I would like to see the following jobs

   _____ _____

   _____ _____

   _____ _____

3. I would like to talk to the following types of workers

   _____ _____ _____

4. I would like to know the following about:

   Salary _____

   Working Conditions (where workers work) _____

   Hours _____

   Educational Requirements _____

   Skills needed _____

   Equipment used (if any) _____

   Job mobility (advancement) _____

   Things I can do now to prepare for this job _____

   What the workers actually do _____

FIELD TRIP EVALUATION

Name _____

Date of Trip _____ Place _____

Special job observed _____

MOG being studied _____

1. In general, did you enjoy the visit? Yes _____ No _____
   If no, explain briefly _____
   _____

2. Did the trip help you better understand the Major Occupational Group which you are studying? Yes __ No__
   Why _____
   _____

3. a. What jobs in the Major Occupational Group did you see being performed?
   _____

   b. Which of these jobs, if any, would you like to have?
   _____

   c. What did you find out about the requirements for jobs in the MOG?
   _____

   d. What did you find out about the kind of work (duties and type of work) done by people in this MOG?
   _____
   _____

4. Additional comments about this trip. _____
   _____

5. Write a two paragraph description of a typical day of a worker.

GOVERNMENT AGENCY MANAGEMENT

Answer Key

Self-Check, p. 8

1. local, state, gederal
2. tax
3. federal
4. local
5. state
6. legislative
7. executive
8. judicial
9.

Local	State	Federal
B	H	A
C	J	D
F		E
G		I
K		M
		L

Activity 2, p. 10

Answer sheet in APPS file.

Activity 2, p. 28

personnel	1.
administrating	2.
fiscal	3.
evaluating	4.
public relations	5.

Activity 3, p. 29

Answer sheet in APPS file.